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ABSTRACT

This course description was developed by educators for use at the Work Opportunity Center in teaching high school dropouts and hard-core unemployed youth. The ultimate objectives of the business education curriculum at the Center are to prepare students for employment in clerical occupations and to assist them in completing their high school graduation requirements. Instruction including typing, filing, and office machines is on an individualized basis conducted in an innovative atmosphere of "learning by doing." Also included in the course description are a program evaluation, an annotated bibliography, a summary of teaching techniques, and case studies. Related materials are available as VT 011 518-VT 011 533 in this issue. (JS)

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BUSINESS EDUCATION

COURSE DESCRIPTION

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THE MINNEAPOLIS
PUBLIC SCHOOLS

WORK OPPORTUNITY CENTER
107 Fourth Street Southeast
Minneapolis, Minnesota 55414

1969

BUSINESS EDUCATION

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INTRODUCTION

In May 1966 the Minneapolis Public Schools received a Federal Grant under section 4C (Research) of the Vocational Education Act of 1963. This grant was provided to finance an educational endeavor designed to meet the individual needs of the dropout and/or hard-core unemployed youth in the 16 through 21 year age group in terms of skill training, related information and supportive services.

Funds are also received from the Minnesota Department of Vocational Education, Title III of the National Elementary and Secondary Education Act, and the Minneapolis Public Schools. All certificated personnel at the Work Opportunity Center must be vocationally certified under the Minnesota State Plan for Vocational Education.

It was felt at the outset that if we were to deal effectively with students in school, it would be necessary to help them deal with their problems out of school. At the present time the WOC staff numbers fifty. Included are personnel in guidance, work coordination, social work, research, health, clerical, building maintenance, and administration.

Facilities are provided in the following areas: Business Education, Communications (related), Creative Art, Drafting (related), Dry Cleaning, Electricity and Electronics, Food Preparation and Service, Homemaking (clothing and interior decorating), Homemaking (personal improvement and foods), Machine Tool Operation, Marketing and Merchandising (retail sales), Mathematics (related), Nurses Aide and Hospital Orderly, Offset Printing, Reading (remedial and developmental), Service Station Attendant and Light Automotive Maintenance, Small Engine Maintenance and Repair, and Social Communications (related). Brief descriptions of these instructional areas appear in Appendix A of this report.

Because of a general and local need for workers in nearly all occupations, the selection of technical course offerings was based largely on kinds of occupations, i.e., those in which a worker has good opportunities for advancement if he has the ability and desire to do so.

Because this report is concerned with the curriculum of a particular instructional area, program descriptions of supportive services are not included. This information is available in the WOC Summary Report of Activity and Research for the period May, 1966 to June, 1968.

The basic differences between instruction at the WOC and in conventional schools are in the setting and the approach.

The setting is a non-school type building with an informal, relaxed atmosphere. Class size is small. No one is ever too busy to give a student some of his time when the student needs it. The unique feature of our "rules and regulations" is that they are either functional or non-existant. The Student Advisory Committee has a strong voice in determining the rule structure at WOC and its implementation. A basic requirement is that a student be enrolled in a technical area. Other than that, decisions are made by students, with all the help they need or will accept from teachers, counselors, social workers, work coordinators, clerical staff, and administration.

The approach focuses on the individual. His needs are paramount. Each student is accepted as he is. His level of achievement or performance is determined, not assumed. He is taken from where he is and is assisted as far as he will go in the shortest possible time. No instructor or student is burdened with a standardized curriculum or a fixed set of materials. Grades are not used. Content is broken down into small instructional units in order to provide continuing positive reinforcement

and to minimize frustration. Successes, however insignificant, are emphasized. Instructors are sincere in their efforts with students for two reasons: 1. Teacher selection was based largely upon the possession of this characteristic of sincereity and, 2. An instructor without a sincere approach would soon have an empty classroom, for the only "hold" he has on his students are the relationships he can establish with them. These positive relationships are not always easy to establish, in fact, are not established at all in some cases (we also have our dropouts).

A listing of techniques, materials, and motivational devices that have been selectively utilized by WOC staff appear in Appendix B of this report.

The results of this kind of an approach are satisfying when evaluated in terms of positive attitudinal changes over a period of time. An outstanding example is the fact that in a school population where approximately one-fourth of the students are on probation or parole, and nearly all have dropped out of the conventional school, there has not been one discipline problem in a classroom or training area.

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STATEMENT OF OBJECTIVES

To develop in each student:

1. Desirable work habits and attitudes.

2. The knowledge and skills necessary to efficiently produce a variety of typewritten work.

3. The ability to operate properly a variety of business machines commonly found in offices other than typewriters.

4. The knowledge and skills necessary to set up and maintain a filing system.

5. The bookkeeping knowledge and skills that are needed to organize and keep a simple set of books up to date.

6. The knowledge and skills needed for keeping a variety of records.

7. An understanding of the business field.

OBJECTIVE 1

To develop in each student desirable work habits and attitudes.

A student achieving this objective will:

1. Work industriously and effectively.
2. Complete every job acceptably.
3. Establish timesaving techniques.
4. Work with relaxed poise.
5. Acquire a cooperative attitude about working with others.
6. Accept constructive criticism.
7. Be willing to assume and share responsibility.
8. Follow directions accurately and efficiently.
9. Be punctual and dependable.

OBJECTIVE 2

To develop in each student the knowledge and skills necessary to efficiently produce a variety of typewritten work.

A student achieving this objective will:

1. Operate and maintain the typewriter efficiently.
2. Use correct English and acceptable typographical standards in typewritten work.
3. Use the typewriter as a writing tool.
4. Acquire the habit of proofreading accurately.
5. Arrange typewritten material attractively.
6. Be able to prepare duplicate copies.
7. Work toward a production speed commensurate with the standards in the employing community.
8. Understand and prepare common business forms used in modern offices.

OBJECTIVE 3

To develop in each student the ability to operate properly a variety of business machines commonly found in offices other than typewriters.

A student achieving this objective will:

1. Identify, operate, and maintain one or more of the following machines:
    a. Ten-key adding-listing machine.
    b. Full-keyboard adding-listing machine.
    c. Calculator.
    d. Fluid duplicator.
    e. Stencil duplicator.
    f. Transcribing machine.
    g. Key-punch machine.

OBJECTIVE 4

To develop in each student the knowledge and skills necessary to set up and maintain a filing system.

A student achieving this objective will:

1. Understand and perform the procedures used filing.
2. Possess a working knowledge of the various systems under which filing procedures are carried out.
3. Be able to locate filed materials quickly and efficiently.

OBJECTIVE 5

To develop in each student the bookkeeping knowledge and skills that are needed to organize and keep a simple set of books up to date.

A student achieving this objective will:

1. Understand bookkeeping and related procedures.
2. Develop bookkeeping skills.
3. Incorporate knowledge and skills in the performance of bookkeeping duties.

OBJECTIVE 6

To develop in each student the knowledge and skills needed for keeping a variety of records.

A student achieving this objective will:

1. Appreciate the need for keeping accurate records for himself, his employer, his social group, and his family.
2. Know if he possesses the interest and aptitude necessary for progress in this field.
3. Understand and keep cashier's records.
4. Learn and use our system of checks and bank statements.
5. Keep petty cash records.
6. Be able to prepare a budget.
7. Handle salesclerk records.
8. Be able to keep purchase records.
9. Understand the systems used to record sales for a wholesale business.
10. Understand and keep payroll records.
11. Know and understand the recording of receipts and payments for a small retail business.

OBJECTIVE 7

To develop in each student an understanding of the business field.

A student achieving this objective will:

1. Have a knowledge of job opportunities in this field.
2. Understand the duties of various office workers.
3. Recognize the importance of this field.
4. Have a knowledge of the differences that exist between public and private office work.

ATTAINMENT OF OBJECTIVES

Objectives set forth in the area of business education at the Work Opportunity Center have been met in many instances. The improvement in desirable work habits and attitudes has been one of the most difficult objectives to attain. It is felt, however, that progress to some degree has been achieved with most of the business students in this particular area. Attitudes are difficult to measure, to compare, to evaluate. They are, however, easy to observe and are readily apparent to staff members, fellow students, and later, employers. It has been seen here that students who faithfully pursue a program of office studies gradually acquire a more mature sense of values. Those who could not discipline themselves to attend classes showed little positive change over a period of six to twelve months time. Attitudes and work habits seem to be more easily changed among the 16 and 17 year old students. Among the older students, i.e., 18 to 21, one finds a wide range of background, much of it including failure at one point in time or another. They often display a "show me" attitude. They are often motivated solely by the fact that they are experiencing difficulty in locating better employment because of lack of skills. However, it has been discovered that "lack of skills" has been an excuse employers have used to prevent socially, emotionally, and psychologically inept people from advancing in their firms. It is with these students that a concerted effort on the part of two or more departments of WOC have been united in an effort to improve work habits and attitudes. Remarkable changes have been brought about in many individuals as a result of these cooperative programs at WOC. This technique should be continued and reinforced here as well as introduced in other similar training programs.

In specific areas of training, objectives are being attained that this teacher would have thought impossible at the outset of the WOC program. Most students enroll in the business department desiring short term skill training in typing, business machines, filing, bookkeeping and/or record-keeping, key punch, and general office skills.

The procedure used in setting up a program in the business department has followed this pattern:

The student arrives in the classroom. He has gone through a two day orientation program of the entire school program. He is familiar with the school plant, the teachers, the other students before he arrives. He has been interviewed, tested, and advised by his assigned counselor. New students arrive in a spaced-out pattern so that the teacher is able to greet each student individually. No matter what he is doing with the group or individuals in the class at this time, he makes every effort to give his full attention to the beginner. His primary role at this point is to make the new enrollee feel comfortable and welcome. A short and very friendly interview is given along with careful observation of the new student. Data is recorded from this interview immediately. In addition, three short tests are given which measure to some degree the prospective student's numerical skills, vocabulary, and clerical aptitude. Previous school records are usually not available at this point, but the teacher must know information immediately that will tell him where the pupil is and in which direction he should lead him. If the student states that he can type, he is tested in this area <u>after</u> he is given the opportunity to familiarize himself with his assigned machine, desk, chair, supplies, etc. (Too often, offices do not take into consideration the threatening environment they foist upon prospective employees by not allowing them some time

to adapt to strange surroundings. Nervousness at job application time is intensified by testing and as a result tests often are not valid representations of the employee's abilities.) Results of these tests in most cases reveal the students to be something less than their stated level of abilities.

Upon completion of testing, the student is immediately encouraged to begin work on one of the areas of study. In most cases this is typing. Keypunch training carries with it a prerequisite of 35 wpm/3 minute test/5 error maximum. This, then, usually means a typewriter brushup even for those enrolled with a good background in typewriting. Students interested in recordkeeping and bookkeeping are given materials in these areas immediately.

During the first week, the student is encouraged to plan a program in business which includes the acquisition of high school credit. Units to be covered are contained in an outline that is clear and easy to read. The units are called "projects." The projects follow a simple-to-complex format. By referring to this outline, the student is made aware from the outset what is expected of him in order that he might become job-qualified and/or gain credits toward a high school diploma. The clock-hours of time stated on the outline that are necessary to complete the various projects are estimated. Since there is such a divergence of abilities and backgrounds among the enrollees, the speed with which the projects are completed varies widely. For example, one young man who was highly motivated, and had previous experience completed one typing project in one clock hour (one-fourth credit); whereas, that same project has taken others as many as fifteen hours to complete.

Specific activities that are treated in the business education area

are the following: Typewriting, beginning and refresher; filing; adding and calculating machines; keypunch; recordkeeping and bookkeeping, and general office procedures. These activities are treated in much the same way as in a conventional school as far as materials are concerned. That is, a conventional high school text is used for typewriting, recordkeeping, and bookkeeping. It is the methods that the teacher employs that are basically different from the conventional high school. The texts are supplemented through the use of record players, tape recorders, dictation machines, overhead projectors, and special materials produced by the instructor. In addition, field trips and outside speakers are utilized. The latter are arranged oftentimes with assistance and direction of the office coordinator at WOC.

All instruction is individualized. This is necessary because the enrollees have such a variance in education and ability as described earlier and also because new students are being enrolled each week throughout the year. Individualization of the instruction is possible at WOC because of this very important fact: THE SIZE OF THE CLASS IS SMALL. That is, although the enrollment for a given hour may be as high as twenty pupils, by the nature of the students, the average number in attendance at a given hour is seldom more than twelve. This makes it possible for a teacher to give much one-to-one instruction.

The main problem for the teacher in this situation is keeping accurate and up-to-date records of what his students are doing from day to day. Because the average of ten to twelve pupils in the room at a given hour on Monday may be entirely different people from the ten to twelve pupils that were there on the previous Friday. It is simply an inescapable fact of life learned by the staff at WOC over the past three years that a dropout

(with some very remarkable exceptions) is a poor day-to-day attender. He can learn skills. He can change attitudes. But in the process, he is going to skip classes. This points up another unique feature of this school. The WOC staff accepts and adjusts to these characteristics. It seeks to uncover the underlying causes, nurture an understanding with the student, and establish a relationship that will enable him to bring his punctuality habits to the level that is demanded by business, industry, and society in general.

In the business classes it has been found effective to keep records of work accomplished by simply having an open file bin stationed near the entry to the classroom. The student, after signing in, goes to this bin and locates his folder. He can then immediately determine at least what he <u>was</u> working on the last day that he attended. In most instances, he simply refers to the course outline that he is following and can therefore go to a work station and continue his studies. Then, when the teacher can get to him, he will get either assistance or suggestion as to what to pursue next. This system is a very essential aid for the instructor attempting to teach on a one-to-one basis having ten to twelve students in attendance. Individualized instruction, it has been found, is possible and practical under this system with up to ten. When twelve or more are in attendance, a decided decline in effectiveness has been noted both by the teacher and the students. So it bears repeating here that an essential key to the success that the Work Opportunity Center has enjoyed has been that the classes have been <u>small</u>. It should be pointed out also that over a period of time, the enrollment at WOC does get rather large and is comparable per teacher to a conventional teacher load. Coupled with this is the fact that the number of preparations far exceeds that of the conventional teacher since all of the students are working individually.

Methods employed in the teaching of WOC students in business are based on individual instruction. Courses are outlined and described in the most basic of terms. The units of learning are kept purposely short. Goals of learning are made easily attainable. For example, a typical lesson in high school typewriting would have the class learn three or four new keyboard characters in one hour. Students at WOC in business may easily be able to do this. On the other hand, they are given the option of learning one or two keys in one half hour to an hour; and, this done, proceed to some area of learning such as the adding-listing machine for a short lesson. <u>All</u> practice material done in the classroom is kept in the students folder in chronological order. It is not graded. It is determined either to be satisfactory, or it is commented on where improvement is necessary. This system not only tells the student where he was upon his last attendance, but is highly useful to both student and teacher to indicate progress in the course.

Projects in typewriting and in office procedures are made as true to life as possible. Letterheads used in typing business letters are printed in cooperation with the WOC print shop. These letterheads have familiar headings. Second sheets are used for carbon copies. Actual envelopes are used. The student typing a business letter gets practice in every phase of doing this operation--including the proper folding and "stuffing" of the letter--up to dropping it in the outgoing basket.

An important factor in the motivation of WOC students is in the area of high school credit. Although the Center's primary objective is one of training young men and women for entry-level occupations, it is nonetheless a secondary school of the Minneapolis Public School system. In cooperation with the several other high schools in the city, credits may be earned at

WOC and are transferable to any one of the other schools which in turn may grant a high school diploma. Therefore, in the business area, students are shown an equivalency chart which shows him how he might earn high school credit along with his vocational training in office skills. Quite often he has had a course in typing in junior high upon which he may use as a starter upon which to build up credit. As is shown by the "Credit Equivalency" chart used in the WOC business department, one fourth of a senior high semester credit is recommended immediately if a student can demonstrate a typing rate of 35 words per minute allowing 5 errors over a 3 minute test. Often students can pass this test on their first day of class. This seems to have a positive effect upon many of them to dig right in and pursue a course for the remaining three-fourths of a credit.

Also it has been found, among the girls especially, that clerical workers enjoy a certain status that other occupations do not. Pleasant surroundings, neatly dressed co-workers, chances for advancement, opportunities to meet a future mate are all highly motivating inducements for them to pursue a course in office skills. Starting pay, although adequate, perhaps does not compare with starting pay in factory work. However, it is pointed out by instructors and coordinators in business that the office worker enjoys many advantages in the long run over the factory worker both in self-gratification and in monetary gain through promotion.

Unique to business education also is the fact that its study carries with it academic connotation. Though it may be primarily vocational in its objectives, students at WOC and elsewhere take business subjects in high school for their basic communications value. They are aware that many of the business subjects such as typewriting, recordkeeping, shorthand, economics, law, etc., have an academic and personal application. Therefore,

youngsters taking business subjects feel that they are learning useful skills at the same time that they are studying accredited school subjects. They realize that in conventional schools many college-bound youngsters take business subjects--a fact that lends to its study a certain prestige that does not go unnoticed by the vocationally oriented business students.

Further, the opportunistic enrollee will take advantage of the fact that he might earn a rather effortless high school credit in typing since he has had prior training in typing at the junior high level. This is not discouraged in keeping with efforts of the WOC to sustain its students in their attempts to return to school. Any advantage the student may be able to put to use is encouraged by the teachers and counselors of WOC.

Incentives for business students at WOC are a necessary part of the curriculum. Although these students have decided that they should be learning a vocation for its own sake, often they are pressured to attend by influences other than their own. Many problems in their backgrounds may be reinforcing their lack of drive to attend regularly and thereby obtain skills in shortest possible time. With the sixteen and some seventeen year olds, long term goals are too obscure. Motivating sixteen year olds from ADC families is at best a difficult task. Motivating unmarried mothers with dependent children (who are receiving welfare with medical service) to train themselves for entry occupations which do not match their welfare income is very difficult.

Therefore, we have tried and are trying many inducements. Outside the door of the business classroom is a display of pictures of former students as well as co-operative part-time trainees that have been placed in office occupations. Each student that is placed is photographed with a Polaroid camera and his photo is mounted on a bristol board backing.

His name, place of employment, and type of work or job title is included in a caption under the picture. This display seems to be very effective, not only for the enrolled students, but also for the prospective enrollees as they are guided on a tour through the facility during their orientation.

Awards of Merit printed by the WOC print shop in a diploma-like format are used widely by the staff at WOC. These are given to business students upon completion of training courses in typewriting, filing, keypunch, business machines, and bookkeeping and recordkeeping.

Coupons redeemable at the school cafeteria, dry cleaning shop, and/or the WOC service station are a widely used incentive device at WOC. These are distributed to students in the business classroom on the basis of one coupon per hour of attendance. Two coupons per hour are issued on Fridays (a traditionally low-attendance day).

In the business room students are kept aware of their goals and accomplishments on a progress chart. This chart shows what is expected for a given unit of learning. It shows how much of the total course work has been completed. It also carries a suggested high school credit equivalent. It is greatly simplified so that the student is not threatened by feelings of an insurmountable course work load that might deter him from making a start. Credit or check off is made early and quickly after the most rudimentary accomplishment. This receives as much credit on the chart as does a much later learning unit which is probably much more detailed and involved. Deception is purposely built in to this plan in that the student finds he has to cover quite a bit more material in the more advanced stages. Surprisingly, however, students never question this obvious inequality. It seems that by the time they begin to pursue the more advanced study, they have become acclimated to their learning environment and also have invested

in a learning sequence in which they can only realize credit by finishing.

Another strong incentive factor that the business department employs is in the job placement area. Not only does the pictorial display of employed students have a positive effect, but also the fact that the job placement coordinator for office occupations is located in a sub-office in the business classroom. Her close proximity to the trainees, her activities in interviewing prospective students for jobs, her conversations with employers and trainees on the job via telephone are in full view of the students enrolled. This factor, it is felt, conveys to the students a sense of real concern to them that they can be helped and can realize a useful occupation upon completion of their courses.

Attitudes are changed to some and even to a large degree by many of the factors outlined previously. Much of the emphasis on attitude, appearance, grooming, poise, and the like is covered in the talks and advice given by the job placement coordinator. However, lessons in these areas are provided for in the course dealing with general office procedures. This is one area where group instruction is employed. Though the students may be working on divergent technical skills, at certain appropriate times, the teacher will interrupt the activities and give a short talk on some aspect of office decorum, for example. The importance of correct telephone usage is stressed this way also. Since the telephone is such an important office tool, its proper usage cannot be overemphasized.

Cooperative arrangements have been highly successful at WOC. Students in typewriting, for example, may be given specialized instruction on the Varityper which is located in the WOC offset printing area. Students at the WOC service station are given specialized instruction in recordkeeping and basic business procedures. The retail sales training department

cooperates with the office trainee in preparing students for possible dual vocations in the office-mercantile areas. Students lacking reading skills, math skills, basic English skills, are referred to the proper related area of training whenever these disabilities are evident.

The WOC Business department lends itself well to such projects as NYC, Title V, and college practice teaching programs. Many students whose NYC assignment is in office work have taken business courses at WOC concurrently. The WOC business teacher and coordinator have availed themselves of the services of these workers in their area. The NYC workers gain valuable on-the-job training in clerical work, recordkeeping, filing, etc., while under the direction and supervision of professional teachers and also provide valuable clerical assistance in return.

INSTRUCTIONAL TOPICS

1. Orientation
2. Office occupations
3. Introduction to office procedures
4. Introduction of office training routines
5. Testing for skills
6. Learn typewriter keyboard-touch method
7. Review typewriter keyboard
8. Build speed and accuracy in typewriting
9. Typewriter parts and functions
10. Care and cleaning of office machines
11. Set margins and tabs, use bell, etc.
12. Rules for word division
13. Center a word or line horizontally
14. Center lines vertically
15. Type an outline
16. Type a short business letter
17. Type an average size business letter
18. Type long and multi-paged business letter
19. Type a bulletin notice or display
20. Type an inter-office memorandum
21. Type a tabulation
22. Type manuscript
23. Type postal cards
24. Address envelopes
25. Use carbon paper

26. Erase and correct errors

27. Type from proofed manuscript

28. Change ribbons

29. Rules of spacing

30. Prepare a duplicator stencil

31. Run ink process duplicating machine

32. Operate a transcribing machine

33. Rules of indexing

34. Methods of filing

35. Methods of finding filed materials

36. Operate a ten-key adding machine

37. Operate a full key adding machine

38. Operate a printing calculator

39. Operate a card punch machine

40. Operate a PBX switchboard

41. Elements of recordkeeping

42. Elements of bookkeeping

43. Elements of accounting

SELECTED ANNOTATED BIBLIOGRAPHY

BOOKS

Agnew, Peter L., and William R. Pasewark. Ten-Key Adding-Listing Machine and Printing Calculator Course, Third Edition. Chicago: Southwestern Publishing Co., 1963.

A good basic course in adding machine training.

Boynton, Lewis D., Paul A. Carlson, Hamden L. Forkner, and Robert M. Swanson. 20th Century Bookkeeping, 1st Year Course. Cincinnati: Southwestern Publishing Co., 1967.

The standard textbook for high school adapted for use at WOC.

Hansen, Beatrice E. Progressive Typewriting Speed Practice, 3rd Edition. New York: Gregg Division, McGraw-Hill Book Co., 1968.

An excellent speed building text with very good self-helps built in. Timing device used by student coupled with progressions in book help to increase speed by students in shortest possible time. Book stands upright on desk. Good for students who need additional practice for higher speed levels. Intermediate and advanced students only.

Liles, Parker, Leroy A. Brendel, and Ruthetta Krause. Typing Mailable Letters, 2nd Edition. New York: Gregg Division, McGraw-Hill Book Co., 1969.

A solid concentration of the technicalities of typing mailable letters. A good reference source and primary source for individual projects.

Rowe, John L., and Faborn Etier. Typewriting Drills for Speed and Accuracy, 3rd Edition. New York: Gregg Division, McGraw-Hill Book Co., 1966.

Excellent drill text for individual practice. Contains tests, inventories, and remedial typing drills.

Rowe, John L., Alan C. Lloyd, and Fred E. Winger. General Typing, Gregg I, 191 Series, 2nd Edition. New York: Gregg Division, McGraw-Hill Book Co., 1967.

An excellent test for beginning typing, intermediate level, and the advanced student. This, the 2nd edition, is much improved over the earlier edition.

State Vocational-Technical & Trade Schools of Louisiana, Ten-Key Adding-Listing Machine, Business Training Course.

A useful course outline incorporating the lessons in texts by Agnew and Pasewark.

PERIODICALS

Pam Says, The Economics Press, Inc., Fairfield, N.J.

Bi-Weekly publication. Many tips on attitude, grooming, and getting along with fellow workers.

Today's Secretary, McGraw-Hill Book Co., New York, N.Y.

An excellent periodical giving many tips for the prospective office girl as well as the employed worker.

AUDIO-VISUAL MATERIALS

Bux, William E., Key-Punch Training Course Kit. Cincinnati: Southwestern Publishing Co., 1966.

This kit, along with its text, is an excellent device for training students in the fundamentals of key-punch operation.

APPENDIX A

BRIEF DESCRIPTIONS OF WORK OPPORTUNITY CENTER INSTRUCTIONAL AREAS

BUSINESS EDUCATION

Instruction is offered in typing, filing, bookkeeping, record keeping, and in the use of small calculators, key punch machines, and office duplicating equipment. All instruction is based on current business practice. There are many positions open to students who complete this training. Included are jobs as typists, file clerks, receptionists, and key punch operators.

COMMUNICATIONS (related)

Students work individually at improving their oral language usage, writing skills and study habits. A wide variety of printed materials, audio-visual equipment and materials, and the use of individual study carrels facilitate student progress. Work may be directed toward transfer credit, GED test preparation, or job related skills.

CREATIVE ART

Students work independently. Individual instruction is provided with a wide variety of materials and equipment. The goal is the development of confidence in the areas of decision making, self-expression, and evaluation in art and everyday life. Within this framework, a student may study in depth or he may explore several areas.

DRAFTING (related)

Students taking this course learn the basic elements of drafting. The instructor cooperates closely with the teachers and students in the machine tool operation and electricity and electronics areas in order to teach the drafting and blueprint reading related to these specialized occupations. There are many positions open to machine draftsmen. The skills involved are also basic to a variety of related jobs. Qualified students are referred to area vocational schools, technical schools, or apprenticeship programs for further training.

DRY CLEANING

Students in this area are instructed in all phases of operation of a modern dry cleaning plant. They are encouraged to specialize if they express a desire to do so. Instruction in marking, invoicing, and customer service is handled by the marketing and merchandising teacher. Students can learn basic tailoring and garment repair in the sewing section of the homemaking area. Persons possessing these skills are in great demand in the Minneapolis, St. Paul area.

ELECTRICITY AND ELECTRONICS

This course provides instruction in the fundamental principles of electricity and electronics. Topics include codes, laws, terms, and techniques common to this field. Modern testing equipment is used to diagnose and locate problems in radio and television receivers in order to complete necessary adjustments or repairs. With the present rapid expansion of this field, persons with basic knowledge and skills have little difficulty finding positions in production, service and repair or in advanced training programs.

FOOD PREPARATION AND SERVICE

Students in this area are instructed in the preparation and serving of soups and sauces, vegetables, meats, desserts, and breads. They also gain experience in selecting, ordering, receiving, and storing foods. Instruction is given in proper methods of setting tables and serving customers for those interested in this phase of the industry. Students completing this course are qualified to work in one or more of the following positions: salad worker, short order cook, cooks helper, kitchen worker, bakers helper, and waitress or waiter.

HOMEMAKING (clothing and interior decorating)

Students in this course receive instruction and practical experience in the areas of sewing, garment selection, and home and money management. Other units include interior decorating and related crafts. A special unit in basic tailoring is available for men that are learning dry cleaning. Students may use these skills in their own homes or as a basis for a variety of related occupations.

HOMEMAKING (personal improvement and foods)

Students taking this course work independently in the following areas: personality development, health improvement, foods, and marriage and family living. Topics covered within these areas include proper diet, exercise, grooming, wardrobe care and planning, visual poise, home food preparation, infant care, etc. Young men or women may select one or more parts of this program according to their interests or needs.

MACHINE TOOL OPERATION

Training in machine tool operation stresses the development of skills through practical experiences. Instruction is also provided in related topics. Machines used include the drill press, engine lathe, bench grinder, surface grinder, cutoff saw, and vertical and horizontal milling machines. Students completing this training are qualified for a variety of entry level positions in machine shops.

MARKETING AND MERCHANDISING (retail sales)

Emphasis in this course is placed on retail sales. Theoretical and practical instruction is provided in clerical skills, duties of salespersons, the selling process, and human relations. Review and practice in mathematics and communications is arranged when necessary. Two specialized areas included are cashier-checker and dry cleaning counter girl training. Many full and part-time positions are available to students possessing skills in the field of retail sales.

MATHEMATICS (related)

Instruction is provided on an individual basis for students who desire mathematics related to their technical interests. Work in this area may also be directed toward a high school diploma or the GED certificate. A stimulating variety of materials and methods are used to present theory and practical application.

NURSES AIDE AND HOSPITAL ORDERLY

Students taking this course are instructed in the knowledge and skills necessary for working as aides or orderlies in hospitals and nursing homes. Six to twelve hours a week are spent caring for patients in hospitals or residents in nursing homes. This experience is also valuable to students in home situations.

OFFSET PRINTING

This course provides training in offset printing and related darkroom procedures. Instructional units include composition and layout, process camera operation, stripping, plate making, small press, and finishing operations. Minnesota ranks very high nationally in the number of workers employed in the graphic arts industry. Students completing this course find many entry level positions open to them.

READING (remedial and developmental)

The specific nature of each student's reading problem is diagnosed. A program for remediation or improvement is designed by the instructor and student. A variety of equipment and material is used, ranging from that suitable for very disabled readers to that useful with students reading at the college level. An effort is made to relate classroom experiences to the technical area in which the student is enrolled. Emphasis is placed upon individual contact, with each student given continuing encouragement in his efforts to improve.

SERVICE STATION ATTENDANT and LIGHT AUTOMOTIVE MAINTENANCE

Training in this area is carried on in a WOC operated service station that is open to the public. Instruction is provided in driveway sales, lubrication, engine tune-up, brake work, and other repair and maintenance tasks short of major overhaul or body work. Students may receive related instruction in mathematics, sales, accounting, communications, etc. at the Center in addition to the related units taught at the station.

SMALL ENGINE MAINTENANCE and REPAIR

Persons enrolled in this course work independently on a variety of WOC, student, and customer owned two and four cycle gasoline engines. Instructional units in servicing, adjustment, repair, and overhaul are included. Students seeking employment in this field or those having to operate small gasoline engine powered equipment benefit greatly from this instruction.

SOCIAL COMMUNICATIONS (related)

Student interests and needs are given primary attention. The course offerings include independent study in psychology, government, labor unions, human relations, etc. A large number of references and audio-visual aids are available for student use. Instruction is presented on an individual basis as well as in small discussion groups.

APPENDIX B

TECHNIQUES, MATERIALS, AND MOTIVATIONAL DEVICES

Techniques, materials, and motivational devices that have been selectively utilized by Work Opportunity Center staff are listed below.

TECHNIQUES

1. Teacher-student talks. Teachers endeavor to determine where a student is, achievement-wise, and work with him from that point.

2. Subject matter content is divided into short instructional units, one-half to two or three hours in length.

3. Students are praised for completing a task or short unit. They may receive awards of merit for completing groups of units three or four weeks in length.

4. Students are often allowed to make their own choice as to what materials they will read or study.

5. Work and a record of progress is frequently kept up to date by the student. Self-evaluation - kept in individual student folders.

6. Teachers encourage students to move on to successively difficult tasks when success has been achieved on easier ones.

7. Open door policy - a student may come in anytime either to work or ask a question. Students are, however, encouraged to attend classes as they are scheduled.

8. Frequent, well organized field trips. Students decide where to go and what to look for.

9. Students are asked to make written comment on what they read - little correction - emphasis is placed on ideas and expression, not on grammar, spelling, etc. - teacher learns from and about student.

10. Compliments received concerning performance, attitude, etc. are shared with the student or students involved.

11. Good attendance is encouraged - emphasis is placed on days attended, not days missed.

12. Students keep own attendance by signing in and out of class.

13. Students are occasionally given blocks of work and allowed to progress as fast as possible.

14. Students are urged to call in when they are going to be absent. If a student doesn't call, the instructor or outreach worker calls the student. The emphasis is on better attendance, not excuses.

15. Classroom atmosphere is informal, relaxed, conducive to self-expression. Adverse competition is all but eliminated.

16. Student participation in planning the next day's work increases attendance.

17. Success is increased greatly when class size is kept small. This permits more individual attention, closer supervision, and programs of instruction tailored to individual needs and rates of learning.

18. Teachers notify intake personnel when they feel their class is full. The class size varies with the amount of individual attention each student needs. When the teacher can work with more students they are assigned.

19. Incoming students are given a brief test to determine reading level. Instructors are made aware of each student's reading ability. Students may also be programmed into a remedial or developmental reading situation.

20. Student and teacher work out the fine points of scheduling - agree on short and long-term goals.

21. The programming of students and jobs through the shop is done in the manner followed in industry.

22. Length of class periods and courses are flexible - depends on student proficiency and attitude.

23. Each individual is accepted as worthy regardless of personal appearance, manner of dress, or personality characteristics that may seem negative.

24. The use of advanced students to assist in the instruction of newer students has positive effects on both.

25. Instructors endeavor to establish a "helping" relationship..."I am going to help you get ready for this job." This approach emphasizes "partnership" in learning.

26. Every effort is made to get the students "doing" as soon as possible.

27. Two or more training areas may cooperate in teaching several phases of a course, e.g. Dry Cleaning - Marketing and Merchandising - Homemaking (sewing).

28. Lecturing, preaching, bossing, or threatening by the instructor is avoided.

29. Students are allowed to clean and press their own clothes or those of their family. They become much more critical of their work in these cases.

30. Homework is not assigned unless a student expresses a desire for it.

31. Most technical areas require very little reading or written work. Emphasis is placed on performance.

32. New students enter the program every week.

33. An intensive two-day orientation program is designed to made students feel comfortable in a new setting.

34. Students in the food preparation area plan a menu for the week and then prepare all of the food. Cafeteria-classroom is open to the public.

35. When a student exhibits greater than average interest in an area or department he is encouraged to specialize.

36. Regular office desks and equipment are used in Business Education. Room is arranged like an office.

37. Students are encouraged to accept their peers.

38. Students are asked to underline words or phrases in paperbacks or magazines. The instructor and student then go over these together.

39. The Marketing and Merchandising area is organized like a retail store using regular store equipment.

40. Students are never told that they are not capable of certain things. They are expected to perform. When necessary, realistic alternatives are presented.

41. Dry Cleaning - the use of student planned weekly "Specials", e.g. two skirts for the price of one. This enables students to polish their skills on selected kinds of garments.

42. Instructors avoid negative or emotional reactions.

43. Kindness is shown toward students. They are cared about. Emphasis is on the positive.

44. Instruction is personalized. Students' pictures or portraits (pencil sketches) are posted. Student dress is admired and commented favorably upon if it is in good taste.

45. Students are encouraged to get more education and training.

46. Tape recorders are used to improve oral language usage.

47. Students are shown a process, then allowed to try it themselves. If necessary, they are shown again. They are much more receptive the second time.

48. A manikin is used for student demonstration work in nurses aide classroom.

49. Nurses Aide students receive practical experience in a hospital or nursing home under the supervision of the instructor. They are encouraged to develop their own techniques in handling patient problems.

50. Overhead projectors are used for small group presentations.

51. In creative art demonstrations and/or experiments are carried out by a student or the instructor. This has the effect of motivating other students to try their hand at another art-form.

52. Tests, when used, show a student what he has learned. They are not used to determine grades. Grades are not given.

53. Marketing and Merchandising students learn about qualities of cashiers by going to stores and rating the cashier that waits on them.

54. An attempt is made to have each student learn something new each day.

55. Individual work station tool panels aid shop efficiency and have reduced loss of tools.

56. Student comments or criticisms are accepted with the idea of improving content, techniques, etc.

57. Emphasis is placed upon learning concepts through experiences rather than reading about them.

58. High quality work is encouraged and expected rather than just enough to "get by".

59. Entry and subsequent tests in Business Education are used to show the student what gains he has made.

MATERIALS

1. Short, instructor-produced, materials have been developed on a variety of topics.

2. Pamphlets and paperbacks are used extensively in several areas.

3. Selected materials in related subjects are directed toward the student's vocational interest area.

4. Several newspapers and a large selection of current magazines are used in Reading, Communications, Homemaking, and Social Communications.

5. An individual study sequence in psychology is used in Social Communications that helps promote self-understanding.

6. A series of questions, the answers to which can be found in current magazines, pamphlets, almanacs, atlases or filmstrips.

7. Students select and study materials with large print more often than those with small print.

8. Government Printing Office publications are used in nearly all areas.

9. Language lessons are used that employ local examples and student written sentences.

10. Trade and industrial publications are used in the technical and related areas.

11. No single textbooks are used. Reference materials are available that vary in difficulty and emphasis to accommodate student's ability and interest.

12. A series of retail sales language lessons were developed using Marketing and Merchandising materials.

13. Series of polaroid pictures are mounted and used to show the steps in various processes.

14. Programmed materials are used in several areas. They are supported by individual discussions and problem solving sessions.

15. A card game designed by the students and instructor is used to help students learn capitalization skills.

16. Programmed texts are used in a few areas to polish basic skills.

17. Sound filmstrips used in several areas with projectors that are designed for viewing by one to three persons. These are student operated.

18. Students in two areas are learning new words through the use of a modified tape recording machine utilizing cards with a strip of magnetic tape attached.

19. Films, filmstrips, and sets of slides produced by industry are available for loan or purchase - several areas use them.

20. Teacher produced manuals are used for training checker-cashiers and dry cleaning counter girls.

21. A few games are used in mathematics. The structure and strategy of games provide entry into a wide range of mathematical concepts.

22. Pre-recorded vocabulary tapes are used by students who need work on pronunciation.

23. Industry-produced charts and posters are used by several instructors.

24. Samples or portions of garments are made up showing steps and/or techniques of clothing construction. These are displayed on a series of flip charts.

25. Selected printing jobs are accepted from within the school district if they can be fitted into the training schedule.

26. Students browse and select books on art. They are encouraged to take these home for reading. If the book is a paperback they may keep it.

27. Glaze charts for the four kinds of clay used in art have been presented in four different ways -- mosaic, windchime, freeform mosaic, and relief. These charts, while primarily informative, have also had a motivating effect on students.

MOTIVATIONAL DEVICES

1. Art Shows - Several Art Shows have been set up at W.O.C. and at other places around the city. Work that is on display is also for sale. Most students find greater reward in the fact that people actually liked their work well enough to buy it -- money received seems to be secondary.

2. Coupons - Students receive a coupon worth ten cents for each class they attend. Coupons may be redeemed for lunches, dry cleaning, or automotive service. This system is very popular with the students. It generates several positive effects within our program in addition to providing immediate reinforcement of attendance.

3. Student Projects - Student owned engines, radios, etc. and private non-school equipment are worked on with much more enthusiasm than school training equipment.

4. Polaroid Camera - Pictures are taken of the student at the beginning of a sewing project, as it progresses, and at its completion. These pictures along with samples of the material and different details are mounted on an accordion-pleated story board. Students stop frequently to look at their progress and the progress of others. They also get great pleasure out of bringing in their friends to show them what they have accomplished.

5. Short Term Assignments - Short term assignments have been found to be one of the better motivational devices. A student is more likely to start and work on an assignment if he can see the end.

6. Checklist - A checklist of assignments, worksheets, projects, meetings, and activities is maintained in several areas. As each student in the class completes an activity, a checkmark is put in the proper square.

7. Successful Student Display - A large bulletin board upon which is displayed a close-up snapshot of each student who has gained clerical employment after having attended the Work Opportunity Center and has taken business training. A caption under the picture simply lists the student's name, place of employment, and type of work being performed. Some are depicted by two photos in a "before" and "after" arrangement. Prospective and beginning business students seem highly motivated by this display as they see the success being enjoyed by those pictured.

8. Time Clock - Most small engines students become hourly employees. A time clock was introduced as a training device. Use of this clock has motivated students toward better attendance. It has also simplified record keeping and provides a quick, line of sight reference showing who is in the shop. A time clock is also used in the marketing and merchandising classroom as it would be used in a place of business. Each student "punches" in or out for class as they would on a job. A student is assigned a rate per hour and calculates his earnings. Problems in determining deductions are also used. As a student progresses, his salary rate goes up.

9. Awards of Merit - An award of merit certificate is used in many areas of the Work Opportunity Center. The awards are earned by students for attending various series of classes and for completing certain tasks and assignments. For many students this may be the first such recognition they have received.

10. Insignia - Food Preparation is divided into five levels of accomplishment. Sleeve stripes are awarded to students for performance and attendance in various levels, and also inform the public of the student's position in the kitchen. Students attend and perform to be promoted from one level to another. Promotion is based on agreement of the instructor and the student department head and voted on by the entire kitchen staff.

11. Path to Charm - On "The Path To Charm" certificate, students plot their course with various colored stars as they complete units in personal improvement. Pictures taken with the Polaroid camera are inserted behind a felt paper frame on the certificate. These add recognition and a personal touch which the students need so desperately. Replacement pictures are taken and framed as the girls progress.

12. Books Expendable - This is a program which makes a variety of paperback books freely available to students. Several hundred volumes are on display, in bookstore-type wire racks, in the Reading Center. Students have complete freedom of choice in selection and are not required to seek permission before withdrawing a book. They are, however, encouraged to return the book when they have finished with it and to "swap" it for another. New titles are added each month to keep the collection up-to-date and to stimulate interest.

13. Written Contract System - Students enter into a written contract with counselors, teacher and others concerned. It "binds" both the student and the staff. He agrees to attend for a specific number of class hours, a specific number of days per week with the contract written for a relatively short period of time, depending on the resources of the student.

14. Point System - Because high school credit is important to many of our students, a point system is in effect in most areas of W.O.C. This system helps provide continuing reinforcement and facilitates record keeping and evaluation. One point is the equivalent of approximately one hour of work. Eighty points equals one credit. Fractional credit may also be recommended. This system complements the W.O.C. program.

15. Chart of Learning Units - A chart is on display in the business room depicting the various courses being offered. These courses are subdivided into fractional parts or learning units. The unique feature of the chart is in the visual subdividing. It is greatly simplified so that the student is not threatened by a feeling of insurmountable course work. Credit or check off is made early and quickly after the completion of the most rudimentary tasks. This is recorded on the business student's record card. As the student progresses through the learning units, credit and check off is given at specific junctures.

16. Field Trips - Art students have taken field trips to art museums, galleries, studios, exhibits, and theatres. Hikes and/or sketching trips have been taken to a dancing studio, the river, the downtown area, and the zoo. These trips are popular with the students and are always well attended.

17. Consultations - Individual and group consultations with students help eliminate grievances, improve attitudes, improve attendance, and make the students feel important. They also help instructors determine student needs, desires, etc. and make possible better referrals to other departments.

18. Re-Organization of Service Station - Peg board storage for tools - shelving for oil, etc. - rearranging of impulse sales items, painting back room and office, complete change of salesroom and office area. Helped establish a proprietory attitude in students - it's "our" or "my" station now.

19. Uniforms - An adequate supply of uniforms is maintained at all times at the Service Station and in the Cafeteria. This not only provides clean uniforms at all times, but has also been a definite, motivating factor in these areas.

20. Machine Parts - Students in the machine shop, on occasion, make parts for and rebuild machines that are no longer operable or are inaccurate to the point that they are of little value. This has been an excellent motivational device. A student can actually see the part that he produced functioning as a part of the machine.

21. Unstructured Time - Students are invited into the sewing room to work on an interior decorating oriented craft. A variety of simple projects have been completed. Each student keeps his project. A number of students who previously had little or no contact with each other have worked together in an atmosphere of friendliness and cooperation. These sessions are unscheduled, but generally take place once every four to six weeks.

APPENDIX C

CASE STUDIES

Case Study #1

The subject of this study enrolled at WOC August 21, 1967 for a daily two-hour class period. She attended classes regularly up to November 15, 1967 which was the beginning of the local bus strike. She managed to attend a few times during December and then not at all in January until the strike was over. Her attendance picked up regularly and was good from that point until her termination from school and full-time employment.

When she first enrolled for business training, she not only presented a very shoddy appearance but she was negative, suspicious, and regressive. She lacked confidence and felt of little worth. Her manner was such as to say ..."Well, here I am; now what can you possibly do for me?"

Her goals were very vague at the outset. She came from another town after dropping out of their technical school. She had been enrolled there in typing and bookkeeping but had not received credit. She liked bookkeeping fairly well and she liked arithmetic. Tests bore out that she had aptitude for numerical work. However, motivation toward an office career was sadly lacking. In fact, she and her sister-in-law reasoned that a starting office job would be a much lower paying job than an assembler in a factory.

As time passed, we observed two roles: One, a student with forward-looking goals; the other, an adolescent with day-to-day lack of direction. In conversing with her directly as a student, she presented a reserved and very quiet personality. Her lack of success in school seemed to cause withdrawal. One could sense a feeling of dereliction on her part as far as schooling was concerned. Yet, she wanted the teacher to know that she

was really socially competent, perhaps even a leader, certainly an active participator in peer activities. This she conveyed indirectly. She seemed to want to be certain that her teacher knew that she could smile, and could laugh, and had many friends. In the school environment she seemed to harbor years of resentment, failure, ostracisim.

Much time was spent in conversation, attempting to draw this person out so that she might find herself. Combining instruction with conversation; friendliness with firmness; sincerity with humor we noted a definite change take place over the period of her enrollment.

Despite her earlier predisposition toward earning more money by working in a factory, she eventually began to pursue her aptitude for a business office career. She displayed a very keen analytical mind in reasoning out problems dealing with accounting. In handling computations on the calculator and later on the keypunch machine she was above average.

During technical training we constantly but subtly supported her interest in an office career. We encouraged her also to improve her personal grooming. There was initially great indifference to this. Although clean, she could care less if she wore anything fashionable or feminine. In fact, her rationale for favoring factory work was that it required much less in the way of fancy clothes. Unfortunately this is very true. However, we tried to show her that even though these advantages existed in factory work, the long term advantages were less. We recalled our own experiences in the railroad industry as a vacation fill-in during the summer months. Regular employees with the company for upwards of 25 to 30 years were receiving absolutely no more pay per day than the part-time worker and had little opportunity for advancement. This seemed to have some effect.

Nevertheless, while taking training in the morning at WOC, this student did work afternoons as an assembler. She felt that she could best suit her present day needs by taking fill-in work in a factory. However, at this point she began to express verbally that this was temporary and not an end in itself.

Her program continued on through the winter. Her progress in her studies, bookkeeping especially, was excellent. She was asked why she was able to do it so easily and well, whereas at her previous school she experienced little more than failure.

She replied that WOC was perfect for learning. She had not experienced a school like it anywhere previously. She was able to work at her own speed from the very beginning. Her assignments were layed out before her. She could see the progression from the simple to the more complex was possible to achieve since she was not being threatened by a deadline. Fear of "falling behind" was eliminated. She progressed through the course in a step-by-step manner. Nothing can be done with unit twelve unless unit eleven is understood, not merely finished, but understood. Faking or bluffing is not possible in the field of bookkeeping or in any business technical subject. You either understand it and do it or not at all. The pitfalls in a regular high school are many. Students will often get the assignments completed on time or nearly on time. However, all students do not progress at the same rate in their understanding. Yet courses are layed out in an absolute, week-by-week, chapter by chapter, test by test program. Therefore, if a student should become ill, lose his attention, or stumble for any reason, he is in trouble. It takes after-class assistance. If this help is not available, the student is often lost. At WOC,

our student took her time, understood the principles from the very beginning, and found it to be a very satisfying course to follow.

The result was that she completed the same basic bookkeeping course that is offered throughout the state with almost perfect results on standardized tests. Yet, she was in the classroom only about seventy-five percent of the time that a regular high school student would have attended.

During and after the completion of the bookkeeping course, she learned to operate several business machines. She became a proficient keypunch operator and improved her skills in stenographic work. In less than a regular school year, she satisfied the requirements for a credit in bookkeeping, keypunch and business machines, and stenography.

After earning these credits and receiving this training she passed a civil service test with the U.S. Post Office and was hired shortly thereafter as a postal clerk.

Recently she revisited the school. We noted that her personality, her outlook on life, and her appearance are like that of a totally new person. She has confidence, poise, and above all she now seems to be a genuinely happy individual.

Case Study #2

The young lady involved in this case study spent her elementary years in a parochial school. Very little information is available regarding her early development. In kindergarten, however, it was reported that she was shy, quiet, very polite and friendly but was handicapped by a speech defect. The parents were notified as to the need of clinical help and apparently sought it. Beyond this the situation is unknown.

A seventh grade testing of scholastic abilities indicated dull normal I.Q. On another standardized aptitudes test (9th grade) she ranked among the lowest 25%, and on the Iowa series of achievement tests she was approximately a full grade retarded along most dimensions. There was some discussion as to possible retention in grade 9 but it was not pursued. The girl had difficulty expressing herself, still had a speech problem, and it was difficult to communicate with her.

In both junior and senior high school a pattern of excessive absence had developed. These absences were apparently most often for minor reasons: colds, sore throats, flu, etc.

Academic failure continued into senior high and the girl formally ceased studies in grade 10 after trying two different schools. The two oldest among the five children in the family are now dropouts. The parents were reportedly apathetic to school and its opportunities.

She was referred to the Center by a neighborhood social service center. But she had meager interest and a WOC outreach worker had to transport her several times to get her started. When she first came her appearance was so poor that the homemaking instructor had to instruct her in the very basic elements of grooming.

She arrived in the business education area of WOC on March 31, 1967. After an interview, it was soon learned that this girl had had some training in typewriting and in recordkeeping. It was decided at this point to have her review what typing skills she had learned elsewhere and branch into other business studies at a later time. This is the basic procedure in the business area since it is felt that of all office skills, the most needed is typewriting.

What this girl lacked in skills, personality, background, education, etc., she made up for to a large degree in dependability. Her attendance from the outset was very good. For these reasons, motivation was no problem and we set up a program of learning geared to her capacity.

The following courses in office skills have been completed:

1. Filing
2. Typewriting (equivalent to I and II)
3. Spelling refresher
4. Recordkeeping (equivalent to I and II)
5. Adding and calculating machines
6. Keypunch

Her program in the early months consisted of typewriting coupled with training in one or more of the other office skills listed above. Her diligence together with the advantage of being able to work at her own rate resulted in her progressing from a below-market skill of about 15 words per minute up to her present rate of just under 50 words per minute. She now types with confidence and accuracy.

Her recordkeeping has been performed satisfactorily. She shows an aptitude for numerical work along with an abundance of patience and perserverance to complete repetitive tasks.

Her progress in learning adding and calculating machines was very satisfactory, but she needs to develop office-standard speed. Her aptitude is above average in the application of machines to problem solving.

In learning the IBM card punch machine, understanding the machine and its operation was no problem. However, she will have to spend more time in practice to develop office-standard speed to qualify her in this machine. She is willing to practice, but her interests at this point have seemed to

lead toward other phases of office work. Therefore, she is now concentrating her school energies on the completion of certain phases of recordkeeping which she was not required to do in the basic course outline. Also, she daily spends time at the typewriter in an effort to maintain her sharpness on this machine.

In conclusion, one must take great satisfaction in having had any part in the rehabilitation of this girl. Her prognosis at first meeting was dim indeed. From an unkempt, obese, introverted, and surely unwanted appearing individual there has emerged as in metamorphosis a pleasant, smiling, neat appearing, self-assured and useful citizen for our community. After her typing skill developed, we sent her to a local employer under Plans for Progress. She did poorly on tests at interviews, but was able to secure a position. She worked successfully until the bus strike. She had no transportation for school or job so had to quit.

A life insurance company took her part-time without testing. They seemed pleased to have her. She is dependable, likeable, cooperative, and follows directions, but is not too fast.

She is involved in a self-improvement program in which she exercises, watches her diet, and is learning about makeup. She has come a long way and is preparing to take GED tests for a diploma. A noticeable positive change in her outlook now shows in her face.